

The Effectiveness of Digital Comics Based on Sasak Folklore on the Reading Literacy and Independent Character of Grade IV Elementary School Students

Moh. Irawan Zain¹, I Wayan Suastra², I Nyoman Dantes³ and Ni Nyoman Padmadewi⁴

Abstract

This research aims to produce a digital comic prototype based on Sasak folklore and the influence of its implementation on the reading literacy and independent character of fourth-grade elementary school students in Mataram City. This development research uses Thiagarajan's 4-D approach (Define, Design, Develop, Desiminate). The research location was in 5 elementary schools with 150 students and 7 teachers. Instrument testing by 12 experts and product testing by 9 experts. How to obtain data through literature review, observation, interviews, and tests. The validity test results on the material aspect were 0.950 in the very high category; the language aspect is 0.967 in the very high category; the media aspect is 0.893 in the very high category. The attractiveness test results for small group teachers were 96.90 in the very good category, while for the large group, it was 94.75 in the very good category. The attractiveness test results for students in the small group were 94.50 in the very good category, while the large group was 87.71 in the good category. The effectiveness test results are; (1) the implementation of digital comics based on Sasak folklore is effective in increasing reading literacy with a significance of $0.039 < 0.05$ and an ES score of 0.88 in the high effectiveness category; (2) the implementation of digital comics based on Sasak folklore effectively increases independent character with a significance value of $0.001 < 0.05$ with an ES value of 1.10 in the high effectiveness category; (3) the implementation of digital comics based on Sasak folklore is effective in increasing reading literacy and independent character at a significance of $0.001 < 0.05$ and an ES of 0.84 in the high effectiveness category. Research findings show that digital comics equipped with summaries, synopses, and quizzes combined with Sasak folklore are very effective in improving reading literacy and the independent character of fourth-grade elementary school students in Mataram City.

Keywords: Digital Comics, Sasak Folklore, Reading Literacy, Independent Character.

INTRODUCTION

The development of technology and information science in the 21st century requires humans to have a way of thinking to reason, analyze, and solve problems (Wagner, 2014) in his book "The Global Achievement Gap" explains that children will need seven basic survival skills to succeed in the world What awaits him are (1) critical thinking, (2) ability to collaborate, (3) ability to adapt, (4) independence, (5) communication, (6) ability to analyze information, and (7) curiosity. In the Education Curriculum in Indonesia, language functions as a link to knowledge through reading and writing activities. The ability to obtain information refers to the activities of collecting information, processing information, and communicating information (Hellwig, 2022). If it is related to work, information literacy can be obtained from good reading literacy because it involves transdisciplinary science based on technology, information, industry, and humanization (Nurohman, 2014). This role is what causes the existence of reading literacy to be very high, so that reading literacy skills, especially in elementary schools, become the main concern of educators. This attention is intended as an initial step to prepare students to deepen knowledge or other knowledge at the basic education, secondary education, and higher education levels. It can be concluded that the better the students' reading literacy skills at school, the better the quality of the educational institution. The higher the quality of the educational institution, the more qualified the graduates will be. The higher the quality of the graduates, the easier it is for graduates to get decent jobs (Kurniawan and Parnawi, 2023)

¹ Ganesha University of Education, Singaraja Bali, Indonesia. E-mail: irawan.zain@undiksha.ac.id. (Corresponding Author)

² Ganesha University of Education, Singaraja Bali, Indonesia. E-mail: iwsuastra@undiksha.ac.id.

³ Ganesha University of Education, Singaraja Bali, Indonesia. E-mail: dantes@undiksha.ac.id.

⁴ Ganesha University of Education, Singaraja Bali, Indonesia. E-mail: nym.padmawati@undiksha.ac.id.

The reading literacy abilities of students in Indonesia, based on the Program for International Student and Assessment (PISA) survey, released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia is ranked below Singapore, Vietnam, Malaysia, and Thailand. The results of the Puspendik Kemendikbud survey in the Indonesian National Assessment Program (INAP) program also stated that the reading skills of class IV students were 46.83% in the poor category, 47.11% in the sufficient category, and only 6.06% in the good category (Puspendik, 2018).

In the aspect of student character, education in the XXI century must no longer only produce people who are intelligent, able to solve problems, creative, and innovative, but are required to form people who have competence and character and uphold noble human values (Wulandari, 2021). Educational institutions are obliged to encourage students to understand moral values, feel noble values deep down in their hearts, and finally commit to implementing whatever they know and feel in real actions in everyday life (BNSP, 2010).

A possible solution is to use digital comics in learning. (Rutta et.al.2019), revealed that digital comics have proven to be effective in learning. Riwanto and Wulandari (2018), also stated that digital comics have a strong influence on learning effectiveness, students are more motivated and quickly understand the material presented. Digital comics can also be used in character education learning in general (Rina et.al., 2020). Some of the research above shows that the comic models being developed are (1) digital comics combined with learning material; (2) digital comics for character education; and (3) digital comics combined with folklore. There has not yet been a digital comic model that is equipped with a summary, synopsis, and quiz on Sasak folklore that has been developed so that it is effective in improving reading literacy skills and independent character. This research aims to analyze and discover the effectiveness of the implementation of Digital Comics Based on Sasak Folklore on the reading literacy and independent character of fourth-grade elementary school students in Mataram City.

LITERATURE REVIEW

Reading is a strategy for understanding reading content, such as recognizing text content, formulating inferences, and making connections with other texts (Kemendikbud, 2021:7). Reading is an interaction between the reader and the text so that the meaning of the text being read occurs (Subadiyono, 2014: 7-8). When readers want to understand a text, what they can do is recognize and interpret the contents of the text as a whole and make connections with other texts so that they can make sense of the text they read. Subadiyono further explained that what must be done during the process of reading a text is interpreting the meaning of the reading text which is done simultaneously by recognizing written signs, the meaning of a series of words, and interpreting the author's intentions. When related to students, reading literacy is the student's ability to understand the reading text as a whole from the text they read (Wicaksono, 2017). Reading a story starts from (a) Theme is the main idea in a story; (b) A character is a person who is the actor in a story. Characterization is the character that exists in a character, both physically and mentally; (c) Plot or storyline is a series of events written to attract readers. (d) Setting is the part of the story that is directly related to the problem, place, and time of the incident to bring the events in the story to life; (e) Language style is using certain words to explain what words should be; Point of view is the author's perspective on an event presented to the reader; and (f) Mandate is a moral message that can be conveyed through stories.

Character and moral education in schools occupies a major part of learning, because this is what is used in placing oneself in one's society when working or socializing in society (Mulyasa, 2011: 63-66). Character education is related to the Pancasila student profile, namely; believer, devout, global perspective, creative, independent, cooperative, and critical (Permendikbud, 2022). Character education is an effort made to shape the identity of each individual so that they can understand and comprehend ethical-moral values to be used to understand the rules and obey them in living their lives in society (Amri, 2022). The value that must be developed is an independent character that is taught from an early age so that children get used to doing it when completing tasks and can reduce the help of other people, especially from their parents (Nova et.al., 2019). Independent character is so important for everyone, to be able to have good independent character, good and correct education is needed. Educational institutions need continuous collaboration with parents

and the community. The foundation of independent character education cannot be underestimated because by having good independent character it is very easy for a person to live their life in society. Three components of character are formed at school, namely moral feelings, moral knowledge, and moral behavior (Lickona, 2019:84-85). Components that are an important part of forming morals and independence (Widiyono and Zumrotun, 2022).

The educational process aims to shape character, character, and morals so that children get used to not depending on other people to complete tasks (Nova et.al., 2019). Spoiled habits can be reduced so that children's dependence on other people can be reduced (Elviana, 2017). An independent attitude is the ability a person has to solve problems and make decisions independently, the ability to be independent in managing everything he owns, whether it is managing time, thought patterns, and how to carry out the ideas he has (Nasution, 2018). Thus, it can be stated that an independent character has an independent attitude to complete tasks independently, reduces dependence on help from others, can solve problems on your own, can manage time well, and is creative. The conclusion is that independent character can be learned and then trained continuously in the right environment so that it can become a behavior to regulate oneself and can even become a person's identity.

Comics are art images that do not move and form a related storyline (Wicaksono, 2017). Comics are narratives created through several images arranged in horizontal lines, and verbal text from left to right sequentially. Comics generally depict the adventures of one character in a certain time series accompanied by text written in words (Gumelar, 2011). Comics are a series of pictures that tell a story, which are presented without long sentences. Comics consist of characters, frames, word balloons, narration, sound effects, and backgrounds. Comics are a medium that can be used to tell stories graphically. Comic images side by side with written text according to the content of the story. Fairy tales are presented in comic form and readers can discover the contents of the text themselves, such as theme, characters, plot, setting, language style, and message. Learning by using comics can increase students' interest in learning more than textbooks (Lin et al., 2015). This is what makes learning fun and attracts students' attention. Comics nowadays not only function as reading books but can also function as a tool for conveying a message (Silva et.al., 2017). With comics, students are expected to learn to develop critical thinking skills, learn to argue, and learn to make decisions (Istig'faroh et.al., 2021).

Comics have many benefits in learning because comics can be used to attract students' attention, and comics can make abstract things concrete. Comics can also be used to convey learning material related to history, science, and so on (Alcanca, 2020). Then the characters that stand out in the comics are adapted to the folklore being told, for example, good or evil characters. In comics, students can compare two characters with different characters. A good character will receive goodness while an evil character will receive loss. With the existence of these two different characters, students have experience in the form of knowledge that good character has a good influence on a person's life, while evil character has the opposite effect, namely getting bad things in their life. This is the main part of comics because the character of students/readers is expected to imitate the good character played by the protagonist. This is why comics can be used in learning (Saputro, 2016). Comics as a learning medium can be used to learn science, especially those related to design, color, material, images, and text in discussions. also argue that comics can be used to increase students' interest in developing knowledge by exploring, verifying, and arguing (Koutníková (2017).

METHOD

Research Design

This development research uses an experimental technique with a Static Group Comparison Design approach, aiming to determine the effectiveness of Digital Comics Based on Sasak Folklore on Reading Literacy and independent character in class IV students in Mataram City, West Nusa Tenggara province, starting from February 2023 - March 2024. in cluster II of the Selaparang subdistrict, namely SDN 1 Mataram and SDN 7 Mataram, totaling 150 students and 7 teachers divided into experimental groups, class A and class B, as well as the control class.

Data Collection Technique

The data collected is primary and secondary. Research begins with developing a model (needs analysis, source references). After that, carry out a material test (content), language test, and media test. Next, test the attractiveness of digital comics based on Sasak folklore and measure the effect of their implementation on reading literacy and independent character. The stages are as follows; (1) reading literacy test and knowledge test to see independent character; (2) validity of reading literacy and independent character instruments (3) data analysis to determine content validity (4) effectiveness testing (5) prerequisite testing

Research Instrument

The research instrument used observation sheets, reading literacy tests, and independent character tests which were validated for content and attractiveness by experts. The results are shown in Table 1 below.

Table 1. Result of Instrument Validity Testing

Statistic	Instrument	
	Reading Literacy	Independent Character
N (Respondent)	27	27
r-table	0,311	0,311
validity	0,003-0,649	0,012-0,620
reliability	0,694	0,510
Number of items dropped	hcc	5
Number of items used	25	25
Number of items before testing	30	30

Data Analysis Technique

Data analysis in this research was carried out using descriptive statistical techniques, the analysis stages were as follows:

Test content validity using the Lawshe method. Each expert answered the question with three answer choices, namely (1) suitable (S), (2) not suitable (KS), and (3) not suitable (TS). The content validity value is indicated by the content validity ratio (CVR) which is obtained using the formula, $CVR = (ne - N/2)$ where ne is the number of validator members who answered "relevant", and N is the number of experts. CVR is the degree of agreement between experts which expresses the level of content validity in the form of a single indicator ranging from -1 to 1. If $CVR > 0$, then the aspect is declared valid. If $CVR = 0$, then the aspect is declared invalid, but corrected. If $CVR < 0$, it is declared invalid/failed (Ayrel, 2014)

Testing the effectiveness of digital comics based on Sasak folklore on students' reading literacy and independent character was carried out using inferential statistics using MANOVA (Multivariate Analysis of Variance) at a significance level of 5% (Dantes, 2012)

Data Distribution Normality Test, to find out whether the scores for each variable are normally distributed or not. If the data is normally distributed, then hypothesis testing uses the Kolmogorov-Smirnov MANOVA technique. Testing the normality of data distribution using the Kolmogorov-Smirnov technique looks for the maximum difference between the cumulative proportion and the frequency of data distribution at the lower and upper limits (Candiasa, 2011). If the maximum value of the largest difference is still smaller than the

Kolmogorov-Smirnov value criteria, it can be concluded that the data distribution is normally distributed at a significance level of 0.05. H0 which states that "the data comes from a normally distributed population" is rejected if sig. (p) Kolmogorov-Smirnov < 0.05. The data normality distribution test was carried out for all variables in each group.

The Homogeneity of Variance test is carried out to ensure that the differences that occur in hypothesis testing occur as a result of differences between groups, not as a result of differences within groups. homogeneity of variance between groups independently using the Levene test with SPSS 21. The test criteria are viewed from the resulting probability (p) value. If the resulting p-value is more than 0.05 then both groups have the same variance or variance s-covariance matrix or both groups are homogeneous (Dantes, 2012).

Hypothesis testing to determine the effectiveness of digital comics based on Sasak folklore on students' reading literacy and independent character is; (1) Test hypothesis 1; the effectiveness of implementing digital comics based on Sasak folklore on reading literacy; (2) Hypothesis test 2; the effectiveness of implementing digital comics based on Sasak folklore for independent characters; (3) Test hypothesis 3; simultaneously regarding the effectiveness of implementing digital comics based on Sasak folklore in increasing reading literacy and independent character.

RESULTS

The research results are explained starting from digital comic prototypes, content validation, the attractiveness of digital comics, and the effectiveness of their implementation on reading literacy and independent character. The results of the statistical analysis are displayed in table 2 below

Table 2. Results of Descriptive Statistical Analysis

Statistik		A1Y1 Exp.Literacy	A1Y2 Exp.Character	A2Y1 Cont.Literacy	A2Y2 Cont.Character
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		85.7333	80.3333	76.2000	65.1333
Median		80.0000	72.0000	80.0000	58.0000
Mode		72.00 ^a	64.00	80.00	56.00
Std. Deviation		10.76051	16.10597	10.83226	13.83582
Variance		115.789	259.402	117.338	191.430
Range		44.00	64.00	36.00	60.00
Minimum		52.00	36.00	56.00	40.00
Maximum		96.00	100.00	92.00	100.00
Sum		2392.00	2260.00	2286.00	1804.00

Data normality test results using MANOVA Kolmogorov-Smirnov technique. can be seen in Table 3 below.

Table 3. Result Test of Data Normality

		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	13.50972348
Most Extreme Differences	Absolute	.082
	Positive	.082
	Negative	-.067
Test Statistic		.082
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.399

99% Confidence Interval	Lower Bound	.387
	Upper Bound	.412

The results of the analysis using the SPSS 26 computer in Table 3 above prove the results of the Komogorov-Smirnov data normality test for the sig value. $0.399 > 0.05$ so that H_0 is accepted, stating that all groups of data are in a normal distribution.

The results of the group homogeneity test using the Levene test with SPSS 21 are presented in Table 4 below.

Table 4. Result Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Reading Literacy (Y1)	Based on Mean	.000	1	58	.991
	Based on Median	.012	1	58	.914
	Based on Median and with adjusted df	.012	1	55.831	.914
	Based on trimmed mean	.000	1	58	.994
Independent Character (Y2)	Based on Mean	.735	1	58	.395
	Based on Median	.275	1	58	.602
	Based on Median and with adjusted df	.275	1	55.271	.602
	Based on trimmed mean	.837	1	58	.364

The results of the homogeneity of variance test with Levene's Test of Equality of Error Variances in Table 4.21 show that reading literacy has a sig. $0.991 > 0.05$ and the independent characterization has a Sig. value. $0.395 > 0.05$ so H_0 is accepted. This means that the variance of reading literacy data (Y1) and independent character (Y2) is homogeneous.

The first hypothesis was tested with two-way ANOVA. The test criteria, namely H_0 , is rejected if the significance level $F < 0.05$, as presented in table 5 below.

Table 5. Result of Hypothesis Test of Reading Literacy

Tests of Between-Subjects Effects						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	99.680	1	99.680	.857	.037
	Residual	3258.187	28	116.364		
	Total	3357.867	29			

The results of the two-way ANOVA test in Table 4.22 show that the dependent variable reading literacy obtained a significance value of $0.037 < 0.05$ because in theory the abscissa and ordinate in the population will not meet, meaning that H_0 is rejected (H_1 is accepted). Thus, it can be stated that there is an influence of the use of digital comics based on Sasak folklore on the reading literacy of fourth-grade elementary school students in Mataram City. Calculation of ES value $Y1 = (85.73-76.20)/10.832$. An ES value of 0.88 was obtained (high effectiveness category).

The second hypothesis was tested with two-way ANOVA. The test criteria are that H_0 is rejected if the significance level $F < 0.05$, as presented in Table 6 below.

Table 6. Result of Hypothesis Test of Independent Character

Tests of Between-Subjects Effects						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	182.028	1	182.028	1.788	< 0.001
	Residual	2850.139	28	101.791		
	Total	3032.167	29			

The results of the two-way ANOVA test in Table 4.23 show that the independent character dependent variable obtained a significance value of $0.001 < 0.05$ because in theory the abscissa (y) and ordinate (x) in the population will not meet, meaning that H_0 is rejected (H_1 is accepted). Thus, it can be stated that there is an influence of the use of digital comics based on Sasak folklore on the independent character of fourth-grade elementary school students in Mataram City. The ES value, which is 1.10, is included in the high effectiveness category. The ES value is obtained from calculations using the following formula. Calculation of ES value $Y_2 = (80.33-65.13)/13.836$. An ES value of 1.09 was obtained (high effectiveness category).

Multivariate data analysis techniques by MANOVA were used in this study with several test statistics to make decisions regarding differences between groups, such as Pillai's Trace, Wilk's Lambda, Hotelling's Trace, and Roy's Largest Root which are presented in Table 7 below.

Table 7. Multivariate Test for Reading Literacy (Y1) and Independent Character (Y2)

Multivariate Tests ^a						
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.988	2355.787 ^b	2.000	57.000	< 0.001
	Wilk's Lambda	.012	2355.787 ^b	2.000	57.000	< 0.001
	Hotelling's Trace	82.659	2355.787 ^b	2.000	57.000	< 0.001
	Roy's Largest Root	82.659	2355.787 ^b	2.000	57.000	< 0.001
Class	Pillai's Trace	.239	8.929 ^b	2.000	57.000	< 0.001
	Wilk's Lambda	.761	8.929 ^b	2.000	57.000	< 0.001
	Hotelling's Trace	.313	8.929 ^b	2.000	57.000	< 0.001
	Roy's Largest Root	.313	8.929 ^b	2.000	57.000	< 0.001

The F value test results for Pillai Trace, Wilk Lambda, Hotelling Trace, and Roy's Largest Root, which are in Table 4.24, have a significance of 0.00. This means that the value of F is significant. In conclusion, there is an influence of learning using digital comics based on Sasak folklore simultaneously on reading literacy and independent character. So it can be stated that there are differences in reading literacy (Y1) and independent character (Y2) between students taught in the experimental test group (A1) and the control group (A2), which can be seen in Table 8 below.

Table 8. Result Test of Between-Subjects Effect

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III of Squares	Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Y1	187.267 ^a		1	187.267	1.607	.210
	Y2	3465.600 ^b		1	3465.600	15.374	< 0.001
Intercept	Y1	364728.067		1	364728.067	3129.015	< 0.001
	Y2	275268.267		1	275268.267	1221.156	< 0.001
Class	Y1	187.267		1	187.267	1.607	.039
	Y2	3465.600		1	3465.600	15.374	< 0.001
Error	Y1	6760.667		58	116.563		
	Y2	13074.133		58	225.416		
Total	Y1	371676.000		60			
	Y2	291808.000		60			
Corrected Total	Y1	6947.933		59			
	Y2	16539.733		59			

The results of the learning effectiveness test using digital comics based on Sasak folklore on the reading literacy and independent character of fourth-grade elementary school students in Mataram City, using the t-test can be seen in Table 9 below.

Table 9. Effectiveness Test of Regarding Learning

Variable	N	Mean	Stadar Deviation	ES	Category
A1Y1	30	85.73	10.761	0,88	High Effectiveness
A2Y1	30	76.20	10.832		
A1Y2	30	80.33	16.106	1,09	High Effectiveness
A2Y2	30	65.13	13.836		

Variable	N	Mean	Stadar Deviation	ES	Category
A1Y1Y2	30	81,97	10,852	0,84	High Effectiveness
A2Y1Y2	30	67,73	16,743		
M1 = Class Experiment M2 = Class Control Y1 = Class Literacy Y2 = Class Character					

Based on Table 9. above, it can be seen that (1) reading literacy has a significance value of $0.039 < 0.05$, meaning that there is a difference in reading literacy for the experimental class (A1) and the control class (A2), on average $85.73 > 76.20$. It was stated that learning using digital comics based on Sasak folklore was more effective in increasing reading literacy compared to learning without using digital comics. Also strengthened is the ES value of 0.88 in the high effectiveness category; (2) the independent character t-score has a significance value of $0.001 < 0.05$, meaning there is a difference between the independent character (Y2) of the experimental class (A1) and the control class (A2), with an average of $80.33 > 65.13$. It is stated that learning using digital comics based on Sasak folklore is more effective in improving independent characters compared to learning without using digital comics. Also strengthened is the ES score of 1.10 in the high effectiveness category; (3) Simultaneously the significance value is $0.001 < 0.05$, meaning that there is a difference in reading literacy (Y1) and independent character (Y2) between the experimental class (A1) and the control class (A2), with an average of $81.97 > 67, 73$. It was stated that learning using digital comics based on Sasak folklore was more effective simultaneously in improving reading literacy and independent character compared to learning without using digital comics, reinforced by an ES score of 0.84 in the high effectiveness category.

DISCUSSION

The discussion of the research results in this section is (1) the effectiveness of learning using digital comics based on Sasak folklore on reading literacy, (2) the effectiveness of learning using digital comics based on Sasak folklore on students' independent character and (3) the effectiveness of learning using digital comics based on folklore Sasak simultaneously on reading literacy and independent character is explained as follows.

The Effectiveness of Digital Comics Based on Sasak Folklore on Reading Literacy

The results of the descriptive analysis show that learning using digital comics based on Sasak folklore is more effective in increasing reading literacy compared to learning without using digital comics. The effectiveness of using digital comics based on Sasak folklore on reading literacy is in the high effectiveness category. The findings of this research show that reading learning material 'Chapter 4 about Cultural Diversity in My Country' with 5 CPs packaged in the form of digital comics based on Sasak folklore, equipped with summaries, synopses, and quizzes can improve reading literacy skills of fourth-grade elementary school students. This finding is supported by research results (Marlianti et al., 2023) that the development of Bengkulu folklore which is packaged in comic form to support the school literacy movement in elementary schools which is packaged in comic form attracts students' attention. The same thing was also conveyed by (Muktadir and Darmansyah, 2020) who stated that developing Bengkulu folklore-based comic teaching materials in elementary schools, namely 'Sleep Clever Competition', tells about the wisdom of a king who handed over his child's life choices to the man of his choice by using a contest.

When compared with the research findings above, the findings of this research are relatively different, especially from the digital comic products produced because these comics are equipped with a summary on each page, then a synopsis and quiz are provided at the end of the series. The impact is that the teacher's involvement in learning is relatively small. The teacher only explains how to use digital comics at the beginning of learning, after that the students are active.

The findings of this research also illustrate students' need for digital comics, because they can encourage students to be more active in reading. The presentation of material in the form of images with varied and

contextual colors, combined with short narratives in dialogues, monologues, and epilogues equipped with summaries, synopses, and quizzes makes learning fun and can hypnotize students to read the stories in this digital comic. It turns out that the use of digital comics not only strengthens student involvement in learning but can also improve students' reading literacy skills. According to research results, learning using digital comics has a positive impact on students, because it can involve students in visual communication, graphics, and problem-solving skills (Pusca & Northwood, 2016).

This shows that the use of online teaching materials, such as digital comics, can change students' perspectives, students not only learn by using printed comics but students can also learn by accessing digital teaching materials themselves, both at home, in class, at school, and anywhere. Of course, students want to, as long as there is a signal and the student has an Android cellphone. Following the opinion of Reid Chassiakos, Radesky, Christakis, Moreno, & Cross (2016) that digital media can offer many benefits, such as adding new knowledge and opportunities to access messages and information quickly, although it cannot be denied that there are risks to children's health, as well as teenagers. This digital comic is packaged as attractively as possible, causing students' involvement in learning to become more intense, this can be seen from their activities in learning and students' reading abilities which have increased significantly.

The Effectiveness of Digital Comics Based on Sasak Folklore on Independent Characters

The results of the descriptive analysis show that digital comics based on Sasak folklore have independent characters in the experimental group (A1Y2) with a mean of 80.33, while in the control group (A2Y2) the mean is 65.13. This shows that the treatment of these two groups has a significantly different impact because they are in different categories. Calculation of the t-value on the independent character with a 2-way significance value (2-tailed) $0.001 < 0.05$, meaning that there is a significant difference, the independent character (Y2) is significant between the experimental group (A1) and the control (A2), where the mean $Y2A1$ is 80, $33 > Y2A2$ 65.13. This means that learning using digital comics based on Sasak folklore is more effective in improving independent characters compared to learning without using digital comics. The effectiveness of using digital comics based on Sasak folklore is also strengthened by the ES value of 1.09 in the high effectiveness category.

The findings of this research indicate that the character education learning material 'Chapter 6 is about. 'Indonesia Kaya Budaya' is 2 CPs, packaged in digital comic form, equipped with a summary, synopsis, and quiz so that it can improve the independent character of fourth-grade elementary school students. These three things turned out to have an impact on learning, the teacher only explained the use of digital comics at the beginning of learning, after that the students were active, starting from opening their mobile devices, confirming the network, and opening the links provided in the class group. The research findings illustrate that digital comics can encourage students to understand reading content because they are presented in the form of images with a variety of images, combined with narration, and equipped with summaries, synopses, and quizzes aimed at making it easier for students to understand the characters of the content of these digital comics. The use of digital comics not only deepens students' ability to read but also has an impact on students' understanding of the importance of having independent characters in living their daily lives.

Thus it can be stated that the findings of this research lie in digital comics which are equipped with summaries, synopses, and quizzes on Sasak folklore so that they can improve the independent character of fourth-grade elementary school students. This is following research by Cybulski (2021) that several ways that can be done to remember messages (morals) well are by using concrete objects, looking at pictures directly, and studies that have been experienced directly. Also following the opinion of Silva et.al. (2017) that comics today not only function as reading books but can also function as a tool to convey moral messages. Character education values should have a larger portion in a book or reading to provide students with an understanding of the importance of moral values. Lickona (2019) also believes that character is operative values that consist of three components, namely moral knowledge, moral feelings, and moral behavior. The findings of this research are in students' knowledge about independent character. Following Parker's (2006) opinion, the independent character is an attitude of responsibility, independence, autonomy freedom in making decisions, and skills in solving problems. Some of the opinions above further strengthen the findings of this research

that digital comics combined with Sasak folklore, equipped with summaries, synopses, and quizzes can increase students' understanding of the independent character of fourth-grade elementary school students.

Simultaneous Effectiveness of Digital Comics Based on Sasak Folklore on Reading Literacy and Independent Character.

Calculation results: The simultaneous t-value is calculated from a 2-tailed significance value of $0.001 < 0.05$, meaning that there are significant differences in reading literacy (Y1) and independent character (Y2) between the experimental (A1) and control (A2) groups. where the average is $Y1Y2A1 81.97 > Y1Y2A2 67.73$. This means that learning using digital comics based on Sasak folklore is more effective at simultaneously increasing reading literacy and independent character compared to learning models without using digital comics. This is reinforced by the ES value of 0.84, which is included in the high effectiveness category. Thus, it can be stated that learning using digital comics based on Sasak folklore is simultaneously very effective in increasing the reading literacy and independent character of fourth-grade elementary school students. In this context, there are differences in reading literacy (Y1) and independent character (Y2) between students taught in the experimental group (A1) and the control group (A2).

This significant finding occurred because the trial of learning digital comics based on Sasak folklore using Android cellphones (cellphones), computers (laptops), or mobile devices with a network, helped students in learning. The use of these mobile devices makes it easier for students to access digital comics sent to students. Researchers felt this convenience because all students did not encounter problems in operating mobile devices so when learning, students could easily access digital comics. According to Crompton, the impact of students' digital abilities is very good. Burke, Gregory, & Grabe (2016) are students who can use mobile devices, making it easier for students to acquire knowledge.

The ease of accessing digital comics also means that students can easily read the contents of the comics, especially when reading the summaries provided on each page. This summary functions to guide students to understand dialogues and digital comic monologues because the content of the summary is not only limited to reviewing dialogues and monologues but is more directed towards providing instructions about the content of the story. Likewise, the synopsis functions to review the content of the story which is extracted from the summary, aiming to make it easier for students to recall the content of the story because in each series quizzes (questions) or questions are provided to test students' level of understanding of the digital comics they have read.

This means that the findings of this research lie in the use of comics containing Sasak folk tales, equipped with summaries, synopses, and quizzes presented in digital form, which have a significant impact on the reading literacy and independent character of fourth-grade elementary school students. The use of digital comics can have an impact on improving the quality of student learning processes and outcomes in elementary schools. This is in line with findings by (Lin, et.al., 2015), that learning using comics can increase students' interest in learning more than textbooks. This also follows the findings (Koutníková, 2017) that comics can be used to increase students' interest in developing knowledge by exploring, verifying, and arguing a lot.

Likewise, the findings of several research results utilize folklore as a means of improving student learning outcomes. Suwarta and Permana (2020), regarding the development of comic media based on local wisdom 'messages in fairy tales' for elementary school students. This research conveys the importance of fairy tales as part of folklore, only that these comics are presented in ordinary book form, not digitized. Learning today is greatly influenced by developments in digital technology. Learning is not only carried out offline but also online.

Teaching materials, such as textbooks, teaching modules, learning videos, as well as story books in regular form or story books in digital comics, can now be accessed easily with digital technology. In this regard, learning using digital comics can improve student learning outcomes, such as the finding (Arafik et.al., 2021) that the application of digital comic technology can increase students' reading motivation in elementary

schools. Digital comic media is stated to be very suitable for increasing students' reading interest in learning. Furthermore, these findings were strengthened by Kustianingsari and Dewi (2015) that digital comics can improve students' learning abilities in Indonesian language subjects with story text material.

The results of these studies further strengthen the findings of this research, namely that the use of digital comics equipped with summaries, synopses, and quizzes, combined with Sasak folklore, is very effective in increasing the reading literacy and independent character of fourth-grade elementary school students. Partially, some research results have been found that prove the success of using digital comics based on folklore from other regions, local wisdom, and digital media in learning in elementary schools. Meanwhile, in this research, digital comics equipped with summaries, synopses, and quizzes, combined with Sasak folklore have produced novelties, digital comics based on Sasak folklore have proven to be effective in increasing reading literacy and independent character of fourth-grade elementary school students in Mataram City.

CONCLUSION

Based on the problem formulation in this research, several things can be concluded, as follows; (1) The effectiveness of the implementation of digital comics based on Sasak folklore on the reading literacy of fourth-grade elementary school students in Mataram City in the high effectiveness category, (2) The effectiveness of the influence of the implementation of digital comics based on Sasak folklore on the independent character of fourth grade elementary school students in Mataram City high effectiveness category, (3) The effectiveness of the simultaneous implementation of digital comics based on Sasak folklore on the reading literacy and independent character of fourth grade elementary school students in Mataram City in the high effectiveness category. These simultaneous results indicate that the use of digital comics based on Sasak folklore in learning has high effectiveness on the reading literacy and independent character of fourth-grade elementary school students in Mataram City.

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